

George Mason University
College of Education and Human Development
Counseling and Development

EDCD 628.001 – Counseling and Social Justice
3 Credits, Fall 2019
Mondays 7:20 – 10:00 PM Robinson Hall B Room 124 – Fairfax

Faculty

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Prerequisites/Corequisites

Admission to CNDV program, 24 credits in CNDV completed; B or better in EDCC 608; B or better in EDCC 626 or B or better in EDCC 654; EDCC 660 or concurrent

University Catalog Course Description

Discusses the Counseling and Development program's mission statement of Social Justice, Multiculturalism, Internationalism, Advocacy and Leadership. Provides an overview of theories and models of social justice, advocacy, and leadership. Examines theories and models from a multicultural perspective and discusses within the context of counseling in school and community settings. Examines the role of counselors as change agents, leaders, and advocates.

Course Overview

This course is designed to specifically address the Counseling and Development program mission statement of Social Justice, Multiculturalism, Advocacy and Leadership. The course will provide an overview of theories and models of social justice, social change, advocacy and leadership. These theories and models will be examined from a multicultural perspective and discussed within the context of counseling in school and community settings. The new role of counselors as agents of change, leaders, and advocates will be examined. The course will focus on the applied aspects of new role of the counselors, and explore the individual, group, institutional, and systemic barriers confronting counselors in performing their role, such as, issues of power and authority, sexism, racism, discrimination, etc. The course will also provide strategies for counselors to be an effective change agents, leaders, and advocates for their clients in community and school settings.

Course Delivery Method: This course will be delivered using a lecture format.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

1. Understand the role and process of the professional counselor advocating on behalf of the profession
2. Identify advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
3. Understand the effects of power and privilege of counselors and clients
4. Identify strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination
5. Identify strategies to advocate for persons with mental health issues

Professional Standards

Council for Accreditation of Counseling and Related Education Programs (CACREP)

Upon completion of this course, students will have met the following professional standards:

CACREP Standard	Course Content (Reading, Assignment, and/or Lecture/Discussion); KPI measured (if applicable)
2.F.1.d. the role and process of the professional counselor advocating on behalf of the profession	Reading(s): Chs.1-5 9-10, 13-15, 17; Assignment(s): Social Justice Advocacy Project; Lecture/Discussion: Defining Social Justice, Historical Perspective, Theories and Concepts, Roles, Leadership, Models and Programs, Challenges, Self Care
2.F.1.e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	Reading(s): Chs. 9, 13-16; Assignment(s): Social Justice Advocacy Project; Lecture/Discussion: Theories, Collaboration, Training, Research, National & Global Issues
2.F.2.e. the effects of power and privilege for counselors and clients	Reading(s): Chs. 2-3, 6-8, 13-15; Assignment: Freire Analysis Paper; KPI Measured: A.2.b Lecture/Discussion: Theories, Implementation, Collaboration and Training
2.F.2.h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	Reading(s): Chs. 5, 13-15; Assignment: Freire Analysis Paper; KPI Measured: A.2.b Lecture/Discussion: Models and Application, Collaboration, Training, Research
5.C.3.e. strategies to advocate for persons with mental health issues	Reading(s): Chs. 4-5, 9-15; Assignment(s): Social Justice Advocacy Project ; Lecture/Discussion: Models and Application, Leadership & Roles, Advocacy, Research, Collaboration, Training

Required Texts

Chung, R. C., & Bemak, F. (2012). *Social justice counseling: The next steps beyond multiculturalism*. Thousand Oaks, Calif.: Sage Publications

Articles uploaded on Blackboard

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Assignments and/or Examinations

- a. Freire Analysis Paper
- b. **Social Justice Advocacy Project** (*No more than two students can select the same SJ issue*)

1. Social Justice Identity development

15 pts.

In 2-3 pages you will reflect on events and life experiences that have shaped your cultural being. You want to explore experiences that are significant in shaping your worldview, cultural heritage and identity; and how these experiences have shaped your thinking, values, and behaviors. You should also interpret the cultural meaning of these experiences (cultural socialization) and the impact on your current functioning. Discuss how your experiences have led you to choose your social justice issue.

2. **Historical review of Social Justice issue** 15 pts.
Complete a 5-7 page research paper exploring the historical context of your chosen social justice issue. APA formatting.
3. **Advocacy plan – Individual, Community, Systemic** 15 pts.
Develop a 1-page advocacy plan outlining how you intend to advocate for your population at the individual, community and systemic level.
4. **Self-care plan** 10 pts.
As social justice advocates, compassion fatigue is common so it is imperative for you to take care of yourself. Briefly outline how you intend to take care of yourself. Maximum 1 page.
5. **Action Step** 20 pts.
For this portion of the project you need to take “action” (*Some ideas are outlined below*):
Level 1: Write a congressperson, interview an ally/advocate of your issue.
Level 2: Participate in an event, a march, townhall or political talk. Complete a 2-3 page reflection discussing your experiences.
6. **Presentation** 5 pts.
During the presentation you will present your issue to your peers by proving the historical context, why you chose your social justice issue, briefly discuss your action steps, and how your peers can support this issue moving forward.

At the end of the semester submit your entire project to Blackboard.

Other Requirements

NA

Grading

Grading will be based primarily upon the significance, thoroughness, accuracy, relatedness, logic and degree to which points made are effectively supported. Papers receiving an “A” grade will be outstanding in each area. Grammar and style will be taken into account when they detract from the presentation or understanding of the professional arguments made. As noted above points/grade will be deducted from assignments that do not follow APA guidelines and/or exceed the page limit.

GRADED ASSIGNMENTS: Grades will be posted to Blackboard	
Attendance and Participation	10 points
Paulo Freire Analysis Paper	10 points
Social justice Advocacy Project	
a. Social Justice Identity Development	15 points
b. Historical review of SJ issue	15 points
c. Advocacy plan	15 points
d. Self-care plan	10 points
e. Action step	20 points
f. Presentation	5 points
Total Points - 100	

In accordance with the George Mason University Grading Policy, the following grades may be achieved:

A [100-97]; A- [96-94]; B+ [93-91]; B [90-87]; B- [86-84]; C [83-80]; F [79 and below]

Professional Dispositions

See <https://cehd.gmu.edu/students/polices-procedures/>

Students must adhere to program professional dispositions:

<https://cehd.gmu.edu/assets/docs/forms/Professional%20Dispositions.pdf>

Class Schedule

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Week	Readings	Topics	Assignment(s) Due	CACREP Standards
1: Aug 26	Chs. 1 & 2	Introduction and Overview What is Social Justice? Historical Perspective of Social Justice		1
2: Sep 2		Labor Day No Class		
3: Sep 9	Chs. 2 & 3	Relationship Between Counseling & Social Justice. Theories and Concepts of Social Justice		1,3
4: Sep 16	Ch. 16	Social Justice Issues: National & Global		2
5: Sep 23	Chs. 6 - 8	Social Justice Journeys Social Justice Implementation in Schools & Communities	Social Justice Identity Development	3
6: Sep 30	Ch. 9	Theories of Social Change		2
7: Oct 7	Chs. 4, 9, 10	Social Justice Leadership Role of the Social Justice Counselor Social Justice Role Plays	Freire Analysis Paper	1,5
8: Oct 14		Fall Break <i>No Class</i>		
9: Oct 21	Chs. 11 & 12	Advocacy & Empowerment		5
10: Oct 28	Articles	ACA Advocacy Competencies Application of Competencies	Advocacy Plan	5
11: Nov 4	Ch. 14	Social Action Research	Historical Review	1,2,3,4,5
12: Nov 11	Ch. 13 & 15	Interdisciplinary Collaboration Social Justice Training Programs		1,2,3,4,5

13: Nov 18	Ch. 5	MPM Model of Social Justice Application of Social Justice work Social Justice Work Case Studies	Action Step Presentations	1,4,5
14: Nov 25	Ch. 17	Barriers/Challenges to Social Justice Work	Presentations	1
15: Dec 2	Articles	Self-Care & Burnout	Self-care Plan	1,2,3,4,5

Counseling and Development Mission Statement

The Counseling Program is committed to preparing counselors who promote the social, psychological, physical, and spiritual health of individuals, families, communities, and organizations in order to contribute to the advancement of global well-being. The program strives for national and international excellence in implementing a counseling perspective which provides a foundation in basic counseling skills and focuses on social justice, multiculturalism, international, advocacy and leadership. It is our belief that a global perspective on development across the life span, and an understanding and appreciation of multiculturalism, diversity, and social justice are integral to the preparation of professional counselors, requiring that professional counselors are prepared to assume leadership roles, be proactive change agents and become advocates for social, economic and political justice. The program is committed to accomplish this mission by working through interdisciplinary teams as well as promote the interconnectedness of teaching, research, service and professional practice. Through this mission faculty will facilitate a continued tradition of international, national and regional leadership through the development of collaborative partnerships and projects, research, publications, presentations, consultation, and training.

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

Professional Dispositions

See <https://cehd.gmu.edu/students/polices-procedures/>

Students must adhere to program professional dispositions:

<https://cehd.gmu.edu/assets/docs/forms/Professional%20Dispositions.pdf>

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://catalog.gmu.edu/polices/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All

communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>

Assessment Rubric(s)

A.2.b.2 – CMHC & SC: Freire Analysis Paper in 628

Criteria	%	Exceeds Standards 4 A [100-97]; A- [96-94]	Meets Standards 3 B+ [93-91]; B [90-87]	Approaching Standards 2 B- [86-84]; C [83-80]	Below Standards 1 F [79 and below]
1. Understanding of Freire’s Concepts/Ideas [KPI A.2.b.1; CACREP 2.F.2.h]	20	Excellent and clear demonstration or comprehensive understanding of Freire’s concepts/ideas on the impact of systematic and sociopolitical considerations on diverse populations.	Good and clear presentation of the understanding Freire’s concepts/ideas on the impact of systematic and sociopolitical considerations on diverse populations.	Inadequate and minimal thoughts and presentation of Freire’s ideas/concepts on the impact of systematic and sociopolitical considerations on diverse populations.	Poor thoughts & presentations of Freire’s ideas/concepts on the impact of systematic and sociopolitical considerations on diverse populations. Does not meet requirements.
2. Critique [KPI A.2.b.1; CACREP 2.F.2.h]	15	Exceptional, in-depth, and clear critique of Freire’s concepts and ideas.	Good and accurate critique.	Inadequate or minimal critique.	Poor or no critique. Does not meet requirements.

<p>3. Application of Freire's Concepts to Social Justice Counseling</p> <p>[KPI A.2.b.1; CACREP 2.F.2.e]</p>	<p>15</p>	<p>Three excellent social justice and advocacy examples are provided that apply Freire's concepts to social justice counseling, including the effects of power and privilege for counselors and clients.</p>	<p>Two good social justice and advocacy examples are provided that apply Freire's concepts to social justice counseling, including the effects of power and privilege for counselors and clients.</p>	<p>One accurate social justice or advocacy examples is provided that applies Freire's concepts to social justice counseling, including the effects of power and privilege for counselors and clients.</p>	<p>Inadequate, poor or no examples provided that apply Freire's concepts.</p>
<p>4. Provision of Social Justice Counseling Interventions (i.e., advocacy, leadership, inter-disciplinarily collaboration, etc.)</p> <p>[KPI A.2.b.1; CACREP 2.F.2.h]</p>	<p>15</p>	<p>Three or more excellent examples of Freire's ideas/concepts to either school and/or mental health counseling that include exceptional strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.</p>	<p>Two or more good examples of Freire's ideas/concepts to either school and/or mental health counseling that include good strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.</p>	<p>One good examples of Freire's ideas/concepts to either school and/or mental health counseling that includes strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.</p>	<p>Poor or no examples with minimal discussion. Does not meet requirements.</p>
<p>5. Use of literature</p>	<p>20</p>	<p>Current, peer-reviewed literature is used appropriately and accurately to support ideas in the critique, application, and counseling intervention examples</p>	<p>Current, peer-reviewed literature is used appropriately and accurately to support ideas in the critique, application, and counseling intervention examples, but one section may have minimal or no support</p>	<p>Current, peer-reviewed literature is used to support ideas in only one area appropriate/accurately</p>	<p>Current, peer-reviewed literature is not used appropriate/accurately to support ideas</p>

<p>6. Writing style, grammar, page limit including APA 6th Edition</p> <p>Overall points deducted for APA errors.</p>	<p>15</p>	<p>Adheres to APA format (6th ed.) and is clear, understandable, exceptionally well organized, and grammatically correct. No APA errors. Language is appropriate for the type of paper. Adheres to paper requirements for page limit and headers/sub-headers.</p>	<p>Adheres to APA format (6th ed.) with only a few errors; is clear, well organized, understandable, and grammatically correct with only a few errors. Language is mostly appropriate for the type of paper. Adheres to paper requirements for page limit and headers/sub-headers with only a few errors.</p>	<p>Has errors in APA format (6th ed.), lacks clarity, not well organized, and has grammatical errors. Language is somewhat appropriate for the type of paper. Adheres to some of paper requirements for page limit and headers/sub-headers.</p>	<p>Does not follow APA format, is unclear, is poorly organized, and has many grammatical errors. Language is generally not appropriate for the type of paper. Adheres to few or none of the paper requirements for page limit and headers/sub-headers.</p>
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